



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

12775 E. Mary Ann Cleveland Way, Vail, AZ 85641

Vail Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Performing  
2003-04 N/A  
2002-03 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 N/A  
2002-03 N/A

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Heather M. Pletnick  
Schedule : 07:30 AM to 05:00 PM  
Grades : 6-8  
2005 Enrollment : 29  
Web Address : [www.vail.k12.az.us](http://www.vail.k12.az.us)  
Phone Number : (520) 762-2882  
Fax Number : (520) 762-2881  
E-mail : [pletnickh@vail.k12.az.us](mailto:pletnickh@vail.k12.az.us)

### Mission

Pantano Middle School will educate the students not only in the content areas, but also provide life skills development in character, communication, and citizenship, thus guiding students to be happy, productive, successful citizens.

We will provide self-paced courses and facilitate student achievement in each course. These courses will be aligned to state standards and Vail School District middle school curriculum.

### School / Academic Goals

- ü Teachers will create an individual plan for each student for high school and monitor their progress toward that plan.
- ü 95% of 8th grade students will be promoted to 9th grade in the fall.

### Enrollment

October 1, 2004 School Year Student Enrollment : 14  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 0

### Instructional Programs

- ü Alternative Education
- ü On-site Special Education Services

### Calendar Information

Number of Instruction Days :	186
Average Daily Instruction Time :	4 hours 20 minutes
First Day of School :	7/22/2005
Last Day of School :	5/24/2006

### Shared Responsibilities

#### School

Pantano Middle School teachers are required to contact the parent of each student two times per quarter. This contact is made to inform parents of the progress that their child has been making. Many of the teachers use email as a daily contact with parents. The school also sends out mailings of letters with specific information and newsletters with general information. The parents are also encouraged to work with their student in the classroom.

#### Parents

Parents are responsible for enrolling their son/daughter in the program, attending parent/teacher conferences and monitoring their child's progress. Parents are also expected to respond to any verbal or written correspondence from the school.

### Transportation Policy

The school district will provide transportation for all students to and from school for both the morning and afternoon programs.

### School Honors

#### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

- ü Teacher of the Year - within the Vail School District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	581	78250	100	100	99	514	572	548	43	9	21	14	13	18	43	60	48	0	19	13
All Students (Prior Year)	--	509	75001	--	100	99	--	485	468	--	27	37	--	37	36	--	17	16	--	19	10
Female	--	270	38071	--	100	99	--	569	549	--	9	20	--	14	19	--	58	49	--	19	12
Male	13	311	40126	100	100	99	514	575	547	43	8	23	14	12	17	43	61	46	0	19	14
African American	NC	32	4058	NC	97	99	NC	553	523	NC	7	32	NC	32	22	NC	57	41	NC	4	5
Hispanic	--	115	29129	--	100	99	--	558	527	--	14	32	--	13	23	--	63	40	--	11	6
Asian/Pacific Islander	--	11	1747	--	100	100	--	576	589	--	13	9	--	0	9	--	63	50	--	25	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	NC	421	38320	NC	100	99	NC	577	568	NC	8	12	NC	12	14	NC	59	55	NC	22	19
Students with Disabilities	NC	60	9329	NC	100	100	NC	473	454	NC	45	64	NC	25	18	NC	27	16	NC	2	2
Students without Disabilities	11	522	68996	100	100	99	509	583	561	40	5	16	20	11	18	40	63	52	0	21	14
Limited English Proficient Students	--	NC	10133	--	NC	100	--	NC	488	--	NC	45	--	NC	25	--	NC	28	--	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	14	582	44937	100	100	100	514	572	561	43	9	13	14	13	15	43	60	54	0	19	18

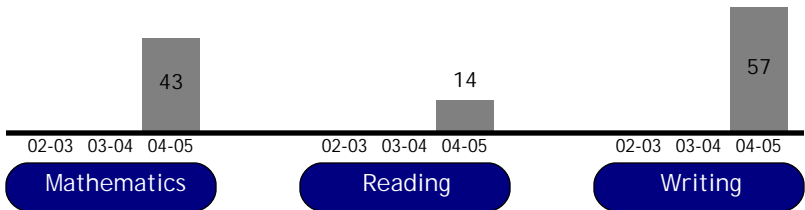
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	581	78302	100	0	99	474	533	512	14	4	11	71	17	25	14	68	57	0	11	7
All Students (Prior Year)	--	508	74918	--	100	99	--	513	497	--	20	32	--	19	19	--	39	35	--	21	15
Female	--	270	38082	--	0	99	--	537	518	--	2	8	--	16	24	--	69	61	--	13	7
Male	13	311	40166	100	0	99	474	531	507	14	5	14	71	18	26	14	68	54	0	9	6
African American	NC	32	4064	NC	0	100	NC	519	498	NC	11	14	NC	21	29	NC	61	54	NC	7	3
Hispanic	--	115	29152	--	0	99	--	519	492	--	5	17	--	23	34	--	69	46	--	3	2
Asian/Pacific Islander	--	11	1746	--	0	100	--	536	542	--	13	5	--	0	13	--	63	66	--	25	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	NC	421	38347	NC	0	99	NC	538	531	NC	2	5	NC	16	17	NC	69	68	NC	13	10
Students with Disabilities	NC	60	9353	NC	0	100	NC	440	429	NC	20	40	NC	59	38	NC	22	22	NC	0	1
Students without Disabilities	11	522	69024	100	0	99	466	544	524	20	2	7	80	12	23	0	73	62	0	12	7
Limited English Proficient Students	--	NC	10140	--	NC	100	--	NC	451	--	NC	28	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	14	582	44979	100	0	100	474	533	525	14	4	6	71	17	18	14	68	66	0	11	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	581	78094	100	100	99	536	572	545	0	1	3	43	9	18	57	88	77	0	2	2
All Students (Prior Year)	--	505	74503	--	99	99	--	524	491	--	4	9	--	25	32	--	61	51	--	11	8
Female	--	270	38025	--	100	99	--	582	558	--	1	2	--	4	13	--	92	82	--	4	2
Male	13	311	40013	100	100	99	536	562	534	0	1	5	43	13	23	57	85	71	0	1	1
African American	NC	32	4037	NC	97	99	NC	563	532	NC	0	4	NC	11	22	NC	89	73	NC	0	1
Hispanic	--	115	29068	--	100	99	--	561	523	--	1	5	--	11	27	--	85	67	--	2	1
Asian/Pacific Islander	--	11	1743	--	100	100	--	593	577	--	0	2	--	0	9	--	100	82	--	0	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	NC	421	38265	NC	100	99	NC	575	564	NC	1	2	NC	8	11	NC	89	84	NC	2	3
Students with Disabilities	NC	60	9275	NC	100	100	NC	476	444	NC	10	14	NC	29	46	NC	61	39	NC	0	1
Students without Disabilities	11	522	68892	100	100	98	540	582	559	0	0	2	40	6	14	60	91	82	0	2	2
Limited English Proficient Students	--	NC	10084	--	NC	100	--	NC	474	--	NC	10	--	NC	39	--	NC	50	--	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	14	582	44871	100	100	100	536	572	559	0	1	2	43	9	12	57	88	84	0	2	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	--	--	65	53	--	--	NA	56	NC	NC	64	51
	Language	--	--	57	45	--	--	55	48	NC	NC	58	47
	Mathematics	--	--	75	62	--	--	76	66	NC	NC	68	52
7	Reading	--	--	59	51	--	--	NA	54	100	34	61	50
	Language	--	--	58	54	--	--	63	58	100	36	65	52
	Mathematics	--	--	62	58	--	--	64	62	100	31	65	50
8	Reading	--	--	63	53	--	--	NA	55	100	23	59	51
	Language	--	--	59	49	--	--	57	52	100	22	59	50
	Mathematics	--	--	61	58	--	--	64	61	100	23	63	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Pantano Middle School

## School Site Council

### Council Composition

- 0 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

### Council Duties

- Ü Budget
- Ü Selecting school schedule
- Ü Setting school policies
- Ü Approve school goals

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	2.00
Other Professional Staff	.20	Teacher Aide	1.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	1	0	0	0
10 or more years	0	0	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	100%

## Resources Available at School Site

### Special Facilities

- Ü We have use of Old Vail's library.
- Ü There are 4 computers in each class.

### Extracurricular Activities

- Ü We participate with other Vail schools.

### Social Services

- Ü Free and Reduced Lunch Program
- Ü LEP program

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

ü Thirteen students out of fifteen students were promoted to ninth grade in May 2005.

ü Seven of fifteen students were able to remediate two grade levels during the school year.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	85	95	94	95
Transfers Out Rates <sup>5</sup>	40	12	12	17
Transfers In Rate <sup>6</sup>	140	28	28	37
Stability Rate <sup>7</sup>	60	87	87	82
Promotion Rate <sup>8</sup>	85	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	15	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Pantano Middle School has a low class size of 15 students with two sessions both morning and afternoon with two certified teachers in the classroom. Students are with the same teacher for the four hour day which lends to a high accountability for student location. Pantano Middle School has security personnel to monitor the courtyard and bathrooms. It is a very small school setting where each student will be known by all teachers and administrators.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Heather Pletnick	(520) 762-2882
Transportation Policy	Mr. Al Flores	(520) 762-2050
Community Resources	Rosemary McCain	(520) 762-2000
School Nutrition Programs	Marilyn Bennett	(520) 762-2400
Parent Organization	Anthony Levy	(520) 762-2880
Student Health/Nurse	Kathy Gates	(520) 762-2800

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.